

Cover Sheet: Request 10865

PHA5XXC First Response, Emergency, and Disaster Planning

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	3/16/2016 3:16:36 AM
Updated	3/18/2016 10:29:02 AM
Description	This course will expose pharmacy students (or students in patient care professions) to being a health care provider at the point of injury/event with a patient or number of patients in a disaster or emergency situation.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		3/18/2016
Added First Response Emergency and Disaster Planning 3-11-2016.docx					3/16/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/18/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/18/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10865

Info

Request: PHA5XXXC First Response, Emergency, and Disaster Planning

Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu

Created: 3/16/2016 3:18:35 AM

Form version: 2

Responses

Recommended PrefixPHA

Course Level 5

Number XXX

Lab Code C

Course TitleFirst Response, Emergency, and Disaster Planning

Transcript TitleFirst Response

Effective Term Fall

Effective Year2016

Rotating Topic?No

Amount of Credit2

Repeatable Credit?No

S/U Only?Yes

Contact Type Regularly Scheduled

Degree TypeProfessional

Weekly Contact Hours 15

Category of Instruction Intermediate

Delivery Method(s)On-Campus

Online

Course Description This course will expose pharmacy students (or students in patient care professions) to being a health care provider at the point of injury/event with a patient or number of patients in a disaster or emergency situation.

Prerequisites Completion of all Year 1 Pharm.D. Curriculum Requirements including milestones

Other Requirements that must be kept up to date for the duration of the elective:

- BLS for Health Professionals
- HIPAA Training
- Universal Precautions Training

Co-requisites None

Rationale and Placement in Curriculum This course is an elective that may be taken during the second or third year.

This course requires application of the principles learned during the first year of the curriculum.

Course Objectives

1. Define the concept of "health-care provider" at the point of injury/traumatic event for a patient
2. Demonstrate (through realistic simulation) the delivery of patient centered-care in

disaster scenarios.

3. Recognize patient symptoms that require immediate care or referral to a source of urgent/emergent care.
4. Engage in effective response planning for local, state, national, and international emergencies.
5. Examine complex problems first responders will face as a contributing member of a professional health care team.
6. Exhibit cultural awareness when providing health care to diverse populations in a first response, disaster or emergency scenario
7. Demonstrate effective interpersonal communication with team members and members of the community.
8. Exhibit professionalism when working on a health care team and with patients.
9. Collaborate as a team member to solve a real-life or simulations of a patient or community problem/case.

Course Textbook(s) and/or Other Assigned Reading Reading assignments will be made available in Canvas

Weekly Schedule of Topics Week 1 (pre-experiential phase 1):

Online/Individual study (heat exhaustion/stroke, dehydration, anaphylaxis, stroke, respiratory distress, cardiac distress, alcohol/drug abuse, sprains and breaks, biological fluids and universal precautions)

Quiz

In-class Activity: Live orientation

Experiential Phase II (phase 2):

2 different live experiences (participating as first aid personnel at UF football games; ride along with Fire Rescue; 2 8-hour experiences)

Post-Experiential (phase 3):

Online/Individual Study (disaster and response preparedness)

In-class activity (Disaster preparedness roundtable/Tohoku Earthquake and Tsunami)

Week 2:

Online/Individual Study (disaster and response preparedness - part 2)

In-class activity (Disaster simulation; post-experiential debriefing)

Grading Scheme Assessment Item Percentage

Participation Grade (Appendices B & C) 20%

Pre-experiential Quiz 5%

Experiential Components (Appendix A) 25%

In-Class Learning Case Sessions 30%

Final Exam 20%

Self-Assessment (Appendix B) Satisfactory

Note: This is a Pass/Fail Course. Students are expected to achieve a level of competency equivalent to a percentage of 72.5% > on all assessment and activity items."

Additional Links and Policies General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Concerns, Appeals, and Complaints

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity

(<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to both the instructor and the academic coordinator when requesting accommodations. Students at all campuses are also expected to provide a copy of the letter of accommodations to the Office of Student Affairs in Gainesville since some learning activities/exams/assessments require their assistance.

- Students with disabilities should follow this procedure as early as possible in the semester. It is strongly recommended that the procedure be done before the course starts so there is sufficient time to arrange accommodations and so that all learning activities/exams/assessments for the course are arranged.
- Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these

assessments are available to students at <https://evaluations.ufl.edu> .

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:
<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In Class and Other Learning Activities

Students are expected to:

- ? Be diligent and timely in studying the course material.
- ? Be on time for class sessions, quizzes, and exams.
- ? Be prepared for group discussions and conference calls.
- ? Do your own work.
- ? Actively collaborate with peers when assigned to groups.
- ? Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- ? Dress appropriately for class sessions or clinically related activities.
- ? Turn off cell phones and other electronic communication devices during a class session or phone conference.
- ? Be quiet during class sessions including peer presentations.
- ? Be focused and avoid distractive behaviors in class.
- ? Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- ? Participate in class or group discussions.
- ? Raise one's hand to be recognized before making a comment during a class session.
- ? Be respectful to the teacher.
- ? Be respectful to fellow students in discussions.
- ? Be courteous, respectful, and civil when using discussion boards.
- ? Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- ? Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- ? Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- ? Seek assistance with academic or personal difficulties as soon as possible.

Communications

Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

Faculty member Response Time:

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays

will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
 2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
 3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
 4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
 5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.
- Question/Answer sessions in live class sessions:
Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Religious Holidays

Please see the University policy on attendance and religious holidays:
<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local

crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and

Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions is prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web

environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

Instructor(s) Randell Doty, Pharm.D.
Sven Normann, Pharm.D.
Christine Van Dillen, M.D.

PHA 5###C First Response, Emergency, and Disaster Planning
Fall 2016, Year 2, Block 8
2 Semester Credit Hours

Course Purpose:

The purpose of this course is to expose pharmacy students (or students in patient care professions) to the learning experience of being a health care provider at the point of injury/event with a patient or number of patients in a disaster or emergency situation. The course will focus on realistic emergency preparedness for the health care needs of multiple patients in a disaster scenario (mass casualty event, hurricane, tornado, global health event, etc.) Student interaction with the instructors, content and learning activities of this course will sharpen the knowledge, skills and readiness of the developing pharmacist.

Course Faculty and Office Hours

(See **Appendix A** for Who to Contact)

Teaching Partnership Leaders: Randell Doty, Pharm.D.

Email: doty@cop.ufl.edu

Office: HPNP

Phone: 352-294-4984

Office Hours: By email and appointment

Teaching Partnership Leaders: Sven Normann, PharmD.,

Email: normann@cop.ufl.edu

Office: HPNP 4323

Phone: 352-273-6305

Office Hours: By email and appointment

Teaching Partners: TBD

Name Christine Van Dillen, MD

Email: address.c.vandillen@ufl.edu

Phone:

Academic Coordinator

Name TBD

Email:

Office: HPNP 4312

Phone: (352) 273-9492

Office Hours: by email and appointment

This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:

1. **EPA A1.** Gather patient information (subjective and objective data).
2. **EPA A3.** Formulate evidence-based care plans. (In collaboration with an interprofessional team)
3. **EPA A8** Collaborate as a member of an interprofessional team and provide patient-centered care.
4. **EPA C1.** Identify system failures and contribute to a culture of safety and improvement.
5. **EPA C2.** Recommend solutions to needs in the medication use system and the healthcare system.
6. **EPA D1.** Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).

Course-Level Objectives

1. Define the concept of “health-care provider” at the point of injury/traumatic event for a patient
2. Demonstrate (through realistic simulation) the delivery of patient centered-care in disaster scenarios.
3. Recognize patient symptoms that require immediate care or referral to a source of urgent/emergent care.
4. Engage in effective response planning for local, state, national, and international emergencies.
5. Examine complex problems first responders will face as a contributing member of a professional health care team.
6. Exhibit cultural awareness when providing health care to diverse populations in a first response, disaster or emergency scenario
7. Demonstrate effective interpersonal communication with team members and members of the community.
8. Exhibit professionalism when working on a health care team and with patients.
9. Collaborate as a team member to solve a real-life or simulations of a patient or community problem/case.

Pre-Requisite Knowledge and Skills

Completion of all Year 1 Pharm.D. Curriculum Requirements including milestones

Other Requirements that must be kept up to date for the duration of the elective:

- BLS for Health Professionals
- HIPAA Training
- Universal Precautions Training

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				In-class Activity 1: <ul style="list-style-type: none"> • Live Orientation • Disaster Preparedness Roundtable/Tohoku Earthquake and Tsunami (Fukushima) 2011 Case (Active Learning 1) 	2hrs 2hrs
Week 2	12/5-16-12/9/16	Doty / Normann	1,2,3,4,5,6,7,8,9	Disaster & Response Preparedness Week 2 Online/Individual Study: <ul style="list-style-type: none"> • Online Readings • Videos / tutorials • Discussion Board post • Self-Assessment 2 In-class Activity 2: <ul style="list-style-type: none"> • Disaster Simulation • Disaster (Post-Experiential Debriefing) 	4hrs 2hrs 1hrs
				Total Instructor Contact Hours	29

Textbooks

PosOn

Materials and Supplies Fees:

Not Applicable

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
Participation Grade (Orientation, Discussion Boards, Class Participation, etc.) (See Appendices B and C)	20%
Pre Experiential Quiz (passing grade must be achieved prior to beginning experiential phase)	5%
Experiential Components Evaluated using Appendix A	25%
In-Class Active Learning Case Sessions: *Emergency Preparedness Roundtable (15%) *Disaster Simulation (15%)	30%

Final Exam	20%
Self-Assessment (1) (See Appendix B)	Successful Completion of Self-Assessment Must Successfully Complete a Self-Assessment by the established deadline using good principles of learning (Self-Assessment may be taken if a score of 72.5 or higher is not achieved.)
Total	100%

Note: This is a Pass/Fail Course. Students are expected to achieve a level of competency equivalent to a percentage of 72.5% > on all assessment and activity items.”

Grading Scale

92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

Rounding of grades: Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **no exceptions** will be made in situations where a student’s grade is “close.”

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software. **Appendix A** outlines who to contact if you have questions about technology.

1. ExamSoft®
2. Canvas Learning Management System
3. (Possibly) BigBlueButton Web Conferencing Software

Class Attendance Policy

Policy Across All 1PD-3PD courses:

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

To: Academic Coordinator and Campus Course Facilitator
CC: Teaching Partnership Leader and your specific campus director
Subject: PHA XXXX – Excused Absence request
Dear Prof. _____,
Professionally and politely request an excused absence.
Explain the nature of conflict and rationale for receiving an excused absence.
Thank the faculty member for their consideration of your special request.
Salutation,
Type in your full name and last 4 digits of UF-ID #, and Campus Name

Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Makeup assignment(s) will be made for any excused absence(s) and will typically be submitted **within one-week of the missed session(s)**. If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related. Class participation will be reduced in such situations.

Please refer to the University Attendance Policy at
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Additional Policy Specific to This Course:

None

Quiz/Exam Policy***During the Exam:***

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
2. No talking or other disruptive behavior during the distribution or taking of the exam.
- 3 Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.
4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
6. Other exam rules may be instituted during the progression of the course.
7. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.

Failure to follow exam rules may be considered as evidence of academic dishonesty.

Policies Related to iRAT/tRAT

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).
3. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.
4. One comprehensive final exam will be administered at the end of course. The exam will be given simultaneously on all campuses and will include multiple choice, true/false and matching questions.

After the Exam**Policy across All 1PD-3PD courses:**

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
 - a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

Additional Policy Specific to This Course:

None

Make-up Quiz/Exam Policy**Policy across All 1PD-3PD courses:**

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., a wedding planned before admission), the faculty member will communicate with student affairs.

The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator. When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.

Additional Policy Specific to this Course:

Make-up quizzes are not offered. An alternate make-up exam can be made available for students with excused absences or extenuating circumstances at the discretion of course faculty.

Policy on Old Quizzes and Assignments

Add any course-specific policies for this here.

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

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Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to both the instructor and the academic coordinator when requesting accommodations. Students at all campuses are also expected to provide a copy of the letter of accommodations to the Office of Student Affairs in Gainesville since some learning activities/exams/assessments require their assistance.

- Students with disabilities should follow this procedure as early as possible in the semester. It is strongly recommended that the procedure be done before the course starts so there is

sufficient time to arrange accommodations and so that all learning activities/exams/assessments for the course are arranged.

- Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:

<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In Class and Other Learning Activities

Students are expected to:

- Be diligent and timely in studying the course material.
- Be on time for class sessions, quizzes, and exams.
- Be prepared for group discussions and conference calls.
- Do your own work.
- Actively collaborate with peers when assigned to groups.
- Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- Dress appropriately for class sessions or clinically related activities.
- Turn off cell phones and other electronic communication devices during a class session or phone conference.
- Be quiet during class sessions including peer presentations.
- Be focused and avoid distractive behaviors in class.
- Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- Participate in class or group discussions.
- Raise one's hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).

-
- Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
 - Seek assistance with academic or personal difficulties as soon as possible.

Communications

Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

Faculty member Response Time:

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty

as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, “Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice.” The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.

5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, “What material will be covered on an upcoming exam?” or, “Do we need to know dosing for the exam?” are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Religious Holidays

Please see the University policy on attendance and religious holidays:

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions is prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

Faculty and Staff: Who to Contact

Academic Coordinator:

1. Questions about dates, deadlines, meeting place
2. Availability of handouts and other course materials
3. Assignment directions
4. Questions about grade entries gradebook (missing grades, wrong grade)
5. Assistance with ExamSoft®

Teaching Partnership Leaders

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

Other Teaching Partnership Faculty Members

1. Questions about specific content

Technical Support:

Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing). The MediaHelp Desk may be reached via the following:

Phone: 352-273-6281 (9am-4PM ET)

Email: mediahelp@cop.ufl.edu (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:

1. Gatorlink accounts,
2. Gatorlink email,
3. myUFL, and
4. ISIS.

Phone: (352)-392-4357

Appendix A – Experiential Component Evaluation Form

Name _____

Date _____ Event _____

Choose the term that most accurately describes the student's skill level during the scheduled course activity. Designate "No Opportunity" if there was not an opportunity for the course objective to be addressed in today's meetings.

	Excellent	Competent	Deficient	No Opportunity
a. Engage with students, faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about patient care at the point of delivery.				
b. Demonstrate the professional attitudes and behaviors that characterize a professional.				
c. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.				
d. Exhibit "Little L" leadership while interacting with faculty, students, and other health care professionals.				
e. Demonstrate effective interpersonal communication skills when interacting with the interprofessional team and the public. (skills include: active listening, asking appropriate open and closed questions, communicate assertively, persuasively, confidently and clearly, use terminology appropriate for the individual, demonstrate empathy and compassion)				
f. Demonstrate cultural sensitivity with other health professionals and the public (e.g., seek to understand another individual's culture, respectful attitude towards other cultures)				

Comments:

-
- E** - Excellent definition
C - Competent definition
D - Deficient definition

- a. *Engage with students, faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about patient care at the point of delivery.*
- E Consistently engages with students, faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about patient care at the point of delivery.
 - C Is able to engage with students, faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about patient care at the point of delivery.
 - D Does not engage with students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about patient care at the point of delivery.
- b. *Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.*
- E Clearly understands the importance of and consistently demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.
 - C Understands the importance of and generally demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.
 - D Shows lack of understanding for and demonstrates minimal to no professional attitudes and behaviors that characterize a professional pharmacist.
- c. *Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.*
- E Clearly understands the importance of and consistently demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.
 - C Understands the importance of and generally demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.
 - D Shows lack of understanding for and demonstrates minimal to no personal development expected of a pharmacy student by showing initiative, confidence and adaptability.
- d. *Exhibit "Little L" leadership while interacting with international faculty, students and practitioners.*
- E Clearly understands the importance of and consistently exhibits "Little L" leadership while interacting with international faculty, students and practitioners.
 - C Understands the importance of and generally exhibits "Little L" leadership while interacting with international faculty, students and practitioners.
 - D Shows lack of understanding for and exhibits minimal to no "Little L" leadership while interacting with international faculty, students and practitioners.

Appendix B – In Class Activities Participation

Self Evaluation Form	
Name _____	
Please check the statement below that best corresponds to your honest assessment of your contribution to class discussion thus far:	
<input type="checkbox"/> _____	I contribute several times during every class discussion.
<input type="checkbox"/> _____	I contribute at least once during virtually every class discussion.
<input type="checkbox"/> _____	I often contribute to class discussion.
<input type="checkbox"/> _____	I occasionally contribute to class discussion.
<input type="checkbox"/> _____	I rarely contribute to class discussion.

Appendix C: Rubric for Assessing Student Participation in Class

	Exemplary (90%-100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.

	criticisms or contributions.		the discussion.	
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	